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ABSTRACT

This guide is for educators who wish to improve existing curricular frameworks about teaching about language. The guide is anchored by five goal statements for student learning: (1) to investigate the origin and early development of human communication systems; (2) to gain an appreciation for the rich variety of ways in which humans convey messages to each other (including oral, written, silent, and symbolic); (3) to explore the cultural diffusion connected with language development and language "borrowing"; (4) to motivate students to learn other languages and to increase their capacity for communicating with others; and (5) to introduce students to the culture and geography of areas in which the target language is used (using the target language as the medium). Sample activities, separated by grade level, are organized to correspond to each of the five goals. Resources that teachers might use in conducting the activities also are suggested. Five lesson plans are included: (1) Early Cave Paintings in Africa; (2) The Fingertips Kiss and the Ring: Gestures as Language; (3) Kindergarten--Sauerkraut--Gestalt; (4) Bilingual Nonsense Rhymes; and (5) Jigsaw Puzzle Game Project. (DB)

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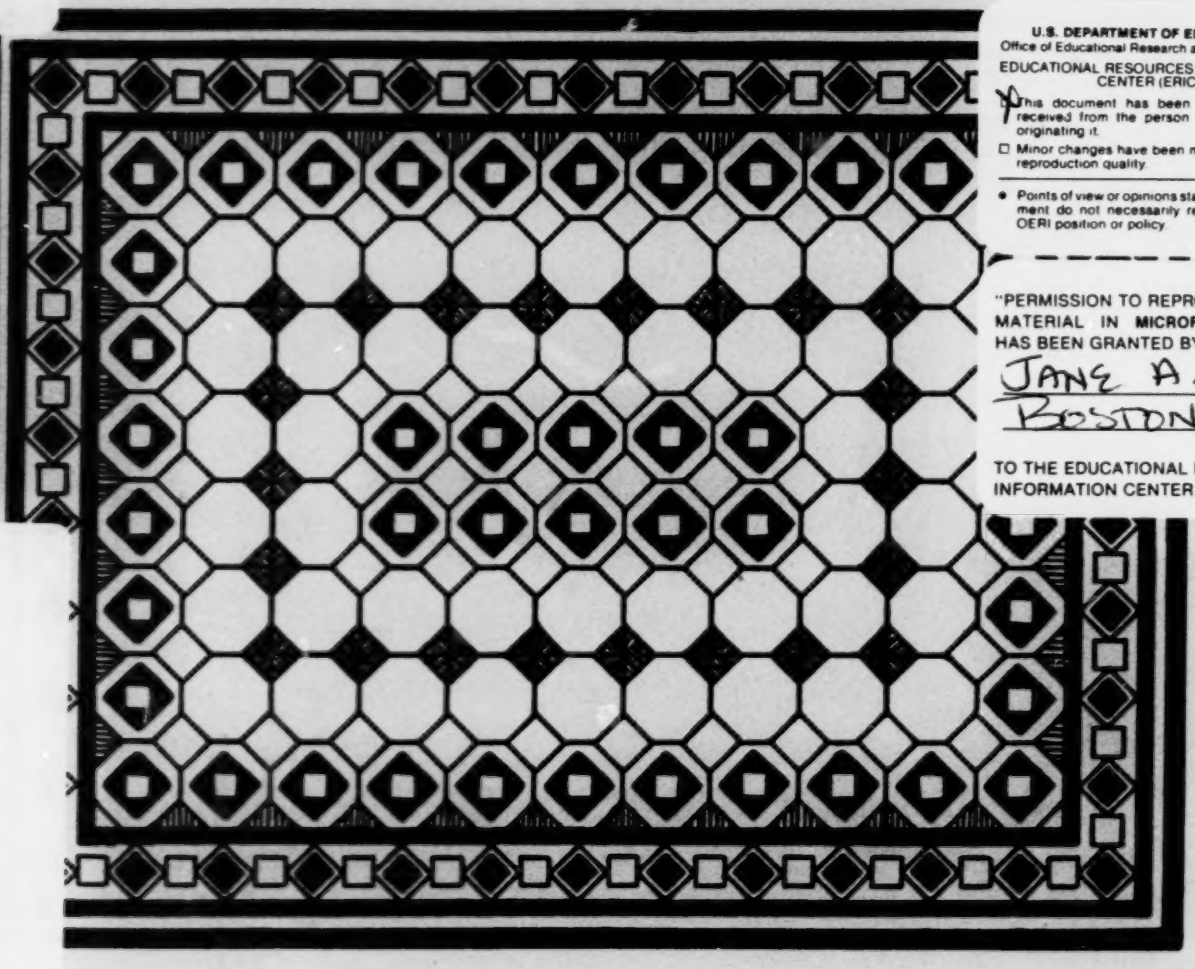
LANGUAGE

A Theme Guide to K-12
ırricular Resources, Activities, and Processes



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Bay Area Global Education Program

LANGUAGE

A THEME GUIDE TO K-12 CURRICULAR RESOURCES, ACTIVITIES, AND PROCESSES

Developed by tne

Bay Area Global Education Program (BAGEP)

The development of this theme guide was funded primarily through grants from the National Endowment for the Humanities and the U.S. Department of Education. BAGEP has also received funds from Columbia, Cowell, Gerbode, Hewlett, and Johnson Foundations, the Levi-Strauss Corporation, and the San Francisco, San Mateo, and Santa Clara Community Foundations.

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LANGUAGE

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INTRODUCTION TO BAGEP AND THEME GUIDES

The Bay Area Global Education Program (BAGEP), a consortium of the World Affairs Council of Northern California, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education, works with local school districts and county education offices in a joint effort to increase student competence in world affairs. Together the resource organizations and schools which make up BAGEP seek to accomplish the following:

a. to develop and adapt new global education materials;
b. to design and implement staff and curriculum development projects;
c. to bring the international resources of the community to bear on school programs; and
d. to provide a forum for exchange of ideas and resources related to a more global curriculum.

Given the wide range of curricular frameworks in the State of California, BAGEP has adopted a thematic approach, thus organizing the task of "globalizing" the curriculum around a limited number of relevant foci. The current themes were chosen as a result of a needs assessment conducted in thirteen San Francisco Bay Area school districts. These themes in no way preclude the possibility of treating other global and cross-cultural topics in the curriculum. Nor are they mutually exclusive; one can identify considerable overlap among the themes.

From among the numerous themes which can be used to improve the global and crosscultural dimensions of school curricula, BAGEP has chosen the following for initial development:

WORLD CULTURES: Studying and comparing cultures in ways which develop understanding of beliefs, customs, social structure, and the arts, and which help students see themselves and the world from many points of view.

CONTEMPORARY WORLD ISSUES: Learning to view local issues in a global context, to see how world-wide problems affect Americans, to develop techniques for analyzing complex problems, and to work with others to effect solutions.

LANGUAGE: Becoming aware of the many forms of language-- silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

WORLD LITERATURE: Using the richness of world literature in translation to examine universal literary themes; fostering appreciation of a wide variety of oral and written literary traditions; encouraging creativity.

U.S. HISTORY IN A GLOBAL CONTEXT: Developing a global perspective by studying events in American history from the perspective of other nations, comparing American experiences to those of other countries, and learning how change and conflict have shaped the United States.

UNDERSTANDING OUR CULTURAL DIVERSITY: Improving the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifying student perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

In order to produce these guides, teachers and curriculum specialists involved in BAGEP first developed goal statements for each theme. Then activities and resources were collected to fit each goal at different grade levels. Their efforts are reproduced here in the form of a "theme guide" which includes a rationale, goal statements, activities by grade level, sample lesson plans, and resource lists. These components will be amended and expanded as BAGEP Summer Institutes explore new curriculum areas.

The BAGEP theme guides are best seen as "tools" which are adaptable to existing curricular concepts and frameworks. They are not intended to be curricula in themselves, nor are they complete units. Rather, they are guides for those who hope to improve existing curricular frameworks utilizing one of the six initial themes.

Again, our primary intention is to provide teachers with a wealth of resources helpful in teaching the six global themes. Comments on this theme guide should be directed to Dr. Judith S. Wooster, Director, Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, California 94305-5013, (415) 723-1114. Any criticism and/or suggestions to improve future editions of this guide would be greatly appreciated.

LANGUAGE

A theme Guide to K-12 Curricular Resources, Activities, and Processes

RATIONALE

Language is a vital part of human culture. It is the means by which human beings convey experiences and exchange ideas. It is a bond uniting all human cultures together. An investigation into the common human need to communicate and the origins of human communication systems helps students acknowledge and strengthen their common bond with others.

Language also defines our differences. Though a common human phenomenon, language indeed comes in many forms and varieties. Each language is intricately tied to the culture in which it is used and reflects the experiences and world view of those using it. Through the study of language, students gain an appreciation for the uniqueness of each language and the culture it reflects. Language study enhances students' knowledge of other peoples and cultures and broadens their world view.

Language can serve as a tool for teaching about global interdependence. As language is transmitted from one group to another, so is the culture that corresponds to the language. Students view an example of this cultural transmission process by tracing the growth of a language familiar to them -- English. They are introduced to the concept of "language borrowing" through various examples. This investigation of the cultural diffusion that occurs through language makes students aware of the interaction and the interdependence among cultures and nations.

Language also has a role in teaching about conflict and its resolution. As students investigate the potential for conflict due to miscommunication and the means for resolving such conflict, the importance of communication in our ever-shrinking world will become clear to them. As a result, students will learn to value the language skills that will increase their own capacity for communicating with a variety of others.

GOALS

1. To investigate the origin and early development of human communication systems.

2. To gain an appreciation for the rich variety of ways in which humans convey messages to each other (including oral, written, silent and symbolic languages).

3. To explore the cultural diffusion connected with language development and language "borrowing."

4. To motivate students to learn other languages and to increase their capacity for communicating with others.

5. To introduce students to the culture and geography of areas in which the target language is used (using the target language as the medium).

FORMAT

This theme guide is presented in MATRIX form. The following matrices offer SAMPLE ACTIVITIES and RESOURCES available for teaching about language. Language study is a phenomenon that occurs at all grade levels and in all subject areas. Therefore, an attempt has been made to include activities and processes for K-12 which can be utilized in a variety of disciplines. NOTE: Teachers may find some materials listed at one grade level adaptable for a different level. A more detailed explanation of the MATRIX format follows.

1. The SAMPLE ACTIVITIES are organized to correspond to each of the 5 goals. Some acitivites clearly realize more than one goal.

2. The SAMPLE ACTIVITIES are separated by grade level: K-3, 4-6, 7-8, 9-12.

3. The SKILLS identified form only a partial list.

4. Each RESOURCE listing includes the author and publisher. At least one source for obtaining the material appears in parentheses. Many of the items cited are available from one of the four main resource banks below:

Major Resource Banks

Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado
(303) 753-3106, -2426

Stanford Program on International and Cross-Cultural Education (SPICE)
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, California 94305-5013
(415) 723-1114

Global Perspectives in Education, Inc. (GPE)
218 East 18th Street
New York, New York 10002
(212) 475-0850 (main number)
(212) 228-3860 (orders only)

or

GPE (West Coast Office)
P.O. Box 9976
Mills College
Oakland, California 94613
(415) 430-9976, -9977

World Affairs Council (WAC)
Schools Program
312 Sutter Street
San Francisco, California 94108

5. The RESOURCE column offers a sampling of the kinds of resources available (such as books, articles, units, lessons, films). A more extensive, though far from comprehensive, resource list appears at the end of the guide. As individual teachers incorporate the suggestions presented here into their own curricula, the RESOURCES and ACTIVITIES corresponding to the themes in this guide will naturally be augmented.

NOTE: All activities for K-6 suggested in this theme guide (including those listed for Goals 4 and 5) are designed for Language Arts/Social Studies curricula due to the lack of foreign language programs at the elementary level. Some activities may be applicable to bilingual or E.S.L. classes. Several of the activities for 7-12 are also applicable mainly to English/Social Studies curricula (see Goal 1). It is hoped, however, that most activities are applicable to foreign language classrooms as well as bilingual and E.S.L. classes. Upper level activities in Goals 4 and 5 are designed primarily for foreign language classrooms.

CREDITS

This theme guide was edited by Leslie Moonshine, a former SPICE staff member who is currently an ESL teacher in the Sunnyvale School District.

BAGEP begins each academic year with a summer institute on the Stanford University campus for teachers and curriculum advisers. Throughout the following year BAGEP uses the curricular themes to develop materials and to organize in-service programs around the cultural focus of the summer institute. The 1981-82 institute focused on Asia, the 1982-83 institute focused on Africa, and the 1983-84 institute focused on Latin America.

Bay Area teachers and administrators who contributed to the theme guide and resource bank for World Cultures during the past three summer institutes include:

Nancy Bainter, Ilse Daly, Reuben Pearson, Guy Phillips, Carmen Scholis, and Dennis Trason, Monterey County; Sherry Nodine, Marj Ramsay, and Barbara Swedlow, Cupertino Union; Betty Jean Meissner, Palo Alto Unified; Jo Ann Torres, Davis Unified; Margaret Cormier, Jefferson Union; Nancy Kornfield, Acalanes Union; Rose Nieponice, Bayside Middle School; and Delores Vinal, Redwood City.

Special recognition should go to our theme group facilitators --Bert Bower, Nebby Crawford-Bello, Bob Huey, Liz Nichols, and Emily Stuman--and to Carmen Scholis, who provided leadership to the 1983 theme group. Special thanks go to the librarians in the Children's Section of Mountain View Public Library.

But ultimately our gratitude must go to Leslie Moonshine, whose painstaking work gave shape to the resources in this document.

LEVEL: K-3, 4-6	CONTENT FOCUS: Social Studies, Language Arts, Art	
sample activities	skills	resources
Show children pictures of prehistoric cave paintings. Discuss the content of the pictures (animals, hunting) as well as the tools used to make them. What do they tell us about cave peoples' lives? Class creates own "cave paintings" (suitable for K-8). VARIATION: Students observe pictures of Aztec murals on the pyramids of Teuocktitian and then create their own murals modeled on them.	drawing cooperating with others	"Early Cave Paintings" by Language Theme Guide Group, BAGEP 1982 Summer Institute on Africa (see attached lesson plan).
Ask students how they would communicate "sun" to someone who could not speak, write or understand the same language. Divide class into small groups. Introduce "pictograph." Give each group a card with a simple object (chair, horse, pencil). Groups develop a simple pictograph to communicate their term to others. Introduce "ideograph." Give each group a card with a more abstract term (hungry, freedom, purple). Groups design a written form to communicate this term. Discuss which task was more difficult and why.	cooperating with others deciphering	"Origins of Communication" (exercise) in Demystifying the Chinese Language, The China Project. (SPICE/China)
Students are introduced to Egyptian heiroglyphs through a fun "participatory" book. Using a master chart for guidance, students phonetically transcribe their names into hieroglyphs. Display name cards.	deciphering	Hieroglyphs for Fun (book), by Joseph and Lenore Scott. NY: Van Nostrand Reinhold Co., 1974 (Pub. Lib.)
Decode Aztec and Mayan calendar symbols found in instructional kit, Times of the Jaguar (SWRL, Los Alamitos, CA). Use inquiry-oriented discussion to make generalizations about Rulers, Beings of Power, Play and Recreation, and Everyday Life.	decoding visual literacy mapping designing	"Times of the Jaguar: The Arts and Cultures of Ancient Mexico". Southwestern Regional Labs, 4665 Lampson Ave., Los Alamitos, CA 90720. (213) 598-7661.

Goal #1 : To investigate the origin and early development of human communication systems

LEVEL: 7-12	CONTENT FOCUS: Social Studies	
sample activities	skills	resources
Students read 6 theories on the origin of spoken language. Discuss weaknesses of each. Have a panel discussion among "specialists" chosen from class. Each supports the theory s/he believes to be most likely, or proposes a "new theory" to explain the origin of speech. Interested students may conduct further research.	hypothesizing oral presentation	Communicating Across Time and Space (booklet) by David Weitzman & Richard E. Gross, Boston: Houghton Mifflin Co., 1974 (pp. 1-9). WAC Lang File #2.
Students compare picture-writing and early pictographic forms developed in various regions of the world. Present examples of similarities and discuss why they occurred. Collect drawings from elementary school children and note how they draw people, sun, trees, animals and other things around them. Compare with early picture-writing. From your observations, can you state a hypothesis about the origins of writing?	observing hypothesizing	Same as above (p. 43). WAC Lang File #2. Children's drawings.
Students learn about the process used by scholars to "decipher" ancient languages. Present a list of previously-deciphered simple Chinese picto/ideographs. Student "archeologists" use this "tool" to decode another list of newly-discovered complex ideographs. Compare student responses and present "answers." For follow up, discuss what ancient texts teach us about the peoples who wrote them.	deciphering	"Discovery Exercise I" in Demystifying the Chinese Language, The China Project. (SPICE/China)

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: K-3	CONTENT FOCUS: Language Arts, P.E.	
sample activities	skills	resources
Ask children how they would communicate if they could not hear or easily speak. Introduce term "deaf." Has anyone met a deaf person who uses sign language to "talk"? Introduce children to simple signs used by deaf youngsters through the Sesame Street "Muppets". Practice signing with one another, adding new signs day-by-day.	non-verbal language	Sesame Street Sign Language Fun (book) with Linda Bove and Jim Henson's Muppets. Random House & Children's TV Workshop. In cooperation with the National Theatre of the Deaf. 1980.
Introduce non-verbal communication through "Human Tic-Tac-Toe." Prepare "X" and "O" placards. Set up 9 chairs (3 rows of 3). Divide into 2 teams; select leaders. Team leader picks player and initiates move by placing "X" (or "O") card on desired chair. Player then sits in chair. When a team has 3 members seated in a row, members stand to communicate "tic-tac-toe". Team wins a point. (Variation: eliminate card clues or gesturing.)	non-verbal language cooperating with others	"Human Tic-Tac-Toe" (lesson plan), by Rita Duarte, Alum Rock Elementary School District. WAC Lang File #3.
Children take a walk through school grounds and/or nearby neighborhoods, recording signs they encounter. Which use words to convey their messages and which use symbols? Discuss the importance of colors and shapes used. Back in the classroom, students draw examples of the symbols used in the signs they observed.	observing drawing	"Symbols and Signs" in Communication K-3, pp. 7-9. Global Perspectives, 1976. WAC Lang File #4.
Students identify familiar logotypes (signature symbols) and discuss reasons for their use. Cut out logotypes found in newspaper/magazine ads. Make a simple graph showing how widely each logotype is known (regional, U.S., international). Students create their own logotypes (with "potato-prints") and use them to sign artwork, homework, etc.	collecting data graphing designing	same as above WAC Lang File #4

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: K-3 (continued)	CONTENT FOCUS: Language Arts, P.E.	
sample activities	skills	resources
Discuss the use of codes with children. (Morse code, anagrams, etc.) Explain differences between codes based on English alphabet (e.g. Braille) and those directly linking sound and symbol (e.g. a rebus). Give students practice in deciphering simple codes, then allow small groups to develop their own codes for others to decipher.	deciphering creating codes	same as above WAC Lang File #4

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Arts	
sample activities	skills	resources
As class studies the various forms of language, students create own dictionaries of "linguistic terms." With each entry (e.g., "sign," "symbol," "picto/ideograph," "logotype," "dialect," "standard language," "rebus," etc.) students provide own example.	collecting data writing	Dictionaries, various exercises contained in this theme guide
Students study the history of Braille and learn to identify the alphabet letters by touch. Class may practice by reading simple Braille storybooks designed for blind youngsters, or create a Braille storybook of their own.	reading Braille writing	"Helen Keller and America's Disabled." in Cobblestone: The History Magazine for Young People, May 1983 issue. WAC Lang File #5.
Students are introduced to sign language and the manual alphabet used by American deaf. Practice giving and receiving simple messages using manual communication. For reinforcement, students may play card game showing origins of frequently used signs, or create games of their own. If possible, plan a "Fun Day" with Total Communication class.	non-verbal language	same as above WAC Lang File #6 National Assn. for the Deaf 814 Thayer Ave. Silver Spring, MD 20910

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: 4-6 (continued)	CONTENT FOCUS: Language Arts	
sample activities	skills	resources
Students explore the potential for communicating across culture/ language barriers by means of international road signs. First imagine what problems might arise if students went to a country whose language they did not speak. How would an international system of non-verbal symbols help? Divide into small groups and provide each group with a list of international symbols to decipher. Compare answers. Students use colored paper to create new symbols with "messages" people all over the world would understand. Post around room and guess meanings of each.	thinking imaginative drawing	"Global Issues in the Intermediate School" (article/lesson plans), by Jacquelyn Johnson and John Benegat, in Social Education, Feb. 1983. WAC Lang File #7.
Students learn the importance of "paralinguistic" features (facial expressions, body movement, etc.) through a group story-telling process. Four students stand side-by-side, facing the class. Student #1 tells the story with expressionless face; #2 does the facial expresions; #3 performs body movements; and #4 makes the appropriate sound effects. Discuss.	non-verbal language	"Oral Language Activities" Activities designed by Langage Theme Guide Group, BAGEP Summer Institute 1982. WAC Lang File #8.
Discuss "dialects" or regional forms of language. Do we speak different dialects of English? Survey preferred vocabulary of class members. To help explain differences in word choice, discuss where students' families are from. Give students practice in identifying dialects of American English by listening to recordings of various speakers. (For example, speeches by FDR, JFK, Johnson, Carter, etc.)	collecting data listening	"Say It in English Please" Adapted from GPE Communications Series. (WAC--PS #20)

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: 7-8	CONTENT FOCUS: Language Arts, Social Studies, Foreign Language	
sample activities	**skills**	**resources**
Students assume identity of a person from another national or ethnic group and prepare an autobiographical report using 1st person pronoun. The report should reflect how the person is identified and influenced by the language(s) s/he speaks and hears. Present to class.	writing researching	My Many Languages: A Lesson Plan that looks at spoken language. Language Theme Guide Group, BAGEP 1982 Summer Institute on Africa. WAC Lang File #9.
Students view the importance of gestures in the communication process. Through simple exercises and discussion, students gain an awareness of the capacity of some gestures to bridge cultural gaps and of others to cause serious misunderstanding based on different cultural interpretations. Follow-up: students view a videotape on Latin American gestures. Then, small groups make list of gestures and create and present skit based on list.	observing hypothesizing	"The Fingertips Kiss and the Ring." Lesson plan by Reuben Pearson. (See lesson attached.) "Typical Gestures from Latin America." Videotape by Rose Nieponice. Available from SPICE/L.Am.
Students are introduced to the notion of a "silent language" (including body language, concepts of time, space, etc.) as an integral part of the communication process. Students read episodes from Edward Hall's book, The Silent Language. Analyze the miscommunication and determine how it might lead to misunderstanding and conflict. For reinforcement, roleplay similar situations involving "silent" messages. (E.g., what message does a teacher receive when a student slumps in his/her seat?)	non-verbal language analyzing hypothesizing roleplaying	"Language Without Words" (lesson plan) in Intercom #84/85 GPE (WAC)

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages)

LEVEL: 9-12	CONTENT FOCUS: English, Social Studies, Foreign Language	
sample activities	skills	resources
Students investigate the characteristics of American dialects or regional languages. Discuss variations in word-use, sound, rate of speech, etc. as well as reasons for the development of dialects. In groups, students select a representative passage (preferably one that will help pinpoint dialect differences--i.e., one with /r/, / /, /a/, /o/, / /). Groups locate speakers from various parts of the country and record them as they recite the chosen passage. Have other groups guess where speakers are from.	listening interpreting	"Regional Variations of American English" (article & map) by John Nist. In lan' guage: Introductory Readings, edited by Clark, Eschholz and Rosa. NY: St. Martin's Press, 1972. WAC Lang File #13.
Students participate in simple exercise to learn of difficulties facing countries with diverse languages or dialects (e.g. China). Divide in small groups and distribute a list of simple characters. Each group makes up its own pronunciation to correspond to the characters. Then, groups try (unsuccessfully, of course!) to communicate a sentence to another group using their group's own "dialect." Finally, put sentence on board using common written form. Discuss implications.	hypothesizing cooperating with others	"Dialect exercise" in Demystifying the Chinese Language, China Education Project (SPICE/China).
Students investigate bilingualism. Distribute bilingual advertisements to small groups. Groups list ideas on benefits and problems of living in a bilingual society. Report to class. Students write policy statements for their own "bilingual society." For follow-up, students locate other bilingual ads or write their own.	analyzing listing writing	"Living With Bilingualism," by Andersen, Newkirk & Sims. CTIR (WAC Lang File #14)

Goal #2 : To gain an appreciation for the rich variety of ways in which humans convey messages (including oral, written, silent and symbolic languages

LEVEL: 9-12 (continued)	CONTENT FOCUS: English, Social Studies, Foreign Language	
sample activities	skills	resources
Students observe the murals of Mexico's Diego Rivera, David Alfaro Siqueros, and Jose Clemente Orozco on slides and laminated cards. Small groups of students perform activities in decoding images and symbols of historic murals. Stimulates interest in artistic expression and Mexican history.	interpreting art discussion	"Muralismo." SPICE/Latin America.

Goal #3 : To inquire into the cultural diffusion connected with language development and language "borrowing"

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students act as "language detectives." First discuss the concept of words "borrowed" from other languages. Supply examples of borrowed words. Then give each student a list of words. Have students guess languages from which they were borrowed. For homework, children research their list of words to find the real origin. Share results.	dictionary skills researching	Communicating Across Time and Space (booklet) by David Weitzman and R. E. Gross. Boston: Houghton Mifflin, 1974 (pp. 44-47). (WAC Lang File #16).
Students identify English words of Arabic origin. From these words, students make hypotheses concerning the Arab way of life and the areas of Arab contributions to world culture.	hypothesizing	"Two Techniques for Teaching About the Middle East" in Social Education, Oct. 1978, (p. 456). (WAC - ME #2)

Goal #3 : To inquire into the cultural diffusion connected with language development and language "borrowing"

LEVEL: 7-12	CONTENT FOCUS: English, Social Studies	
sample activities	skills	resources
Students learn about English words/terms borrowed from European languages. German: List German accomplishments. Then list English loan words borrowed from German. Categorize the borrowed words. Can you write hypotheses about the areas of German contributions? Spanish: Students read English paragraph with borrowed Spanish words, then read Spanish paragraph with borrowed English words. Discuss topics. Generate additional list of borrowed Spanish words and write paragraph with them.	researching	"Kindergarten - Sauerkraut - Gestalt" (lesson plan). By Language Theme Group. BAGEP 1982 Summer Institute. (See lesson plan attached.) Also: "Borrowed Spanish Words." Lesson plan by Lang T.G. BAGEP 1983 Summer Institute. SPICE/ Latin America.
Give students a list of 30 words provided in 12 languages (German, Danish, Gaelic, Welsh, Spanish, French, etc.). Students determine the modern English equivlent of each word, then select the entry that most closely resembles the English word. What hypotheses can you make about which language(s) are most closely related to English?	hypothesizing	"The Language Museum" in Communicating Across Time and Space (booklet), by Weitzman and Gross. Boston: Houghton Mifflin, 1974 (pp. 48-52). (WAC Lang File #16)
Students make hypotheses about cultural and historical linkages by comparing examples of writing systems found in Southeast Asia. Students then use maps and artifacts to support or revise their hypotheses.	map skills hypothesizing	"Language and Other Linkages: Southeast Asia and the World" by Loretta Ryan and Donna Jo Brewer, in Intercom #89. GPE. (WAC Lang File #17)

Goal #3 : To inquire into the cultural diffusion connected with language development and language "borrowing"

LEVEL: 7-12 (continued)	CONTENT FOCUS: English, Social Studies	
sample activities	skills	resources
Students investigate dictionary entries. Discuss the content of entries (pronunciation, etymology, part of speech, definition, examples, derivations). Send class on a "dictionary hunt" (e.g., find a word derived from Latin, Old English, French; find a word with the suffix -ize, -tion, -ify; find a word with 5 meanings, etc. Finally, students create their own word and write a full dictionary entry for it (include etymology, definition(s) and examples). Students may "adapt" words from other languages and fit them into American context, or create a word to explain a "new" phenomenon.	dictionary skills vocabulary building writing	Unabridged Dictionaries for each student. Oxford English Dictionary for reference.

Goal #4 : To motivate students to learn other languages and to increase their competence in communicating with others

LEVEL: K-3	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Introduce children to the idea that many other people do not use the same words we use to refer to certain items. Ask class to name other languages; list on board. Construct a comparative language chart (use pictures for reference). Choose common vocabulary items (father/mother, boy/girl, flower, house, etc.) Give children practice saying the words.	pronouncing vocabulary building	First Thousand Words in Spanish. (Also available in German, French and Italian). Available at local bookstores, or from Hayes Books, 8141 E. 44th St., Tulsa, OK. (SPICE/ Latin America)
Read picture word books to children to introduce other languages to them. Each child then chooses one vocuabulary item and creates a "picture-word" from it. (E.g., use "ua," the Swahili word for flower, to draw a flower.	vocabulary building drawing	Round the World in Spanish. (Also available in German, French and Italian). See above.
Students learn Swahili words important in the daily life of one youngster living in rural Africa. Increase students' Swahili vocabulary with other picture word books. Practice.	vocabulary building observing	Zamani Goes to Market or Jambo Means Hello: A Swahili Alphabet Book by Muriel and Tom Feelings. NY: The Dial Press. (Pub. Lib.)
Students discover the pictographic nature of Chinese characters through a creative and cleverly illustrated story. Practice identifying the Chinese characters introduced in the story.	listening identifying	The Chinese Word for Horse (Book 1) by John Lewis, Illustrated by Peter Rigby. NY: Two Continents, 1976. (SPICE/China)

Goal #4 : To motivate students to learn other languages and to increase their competence in communicating with others

LEVEL: 4-6	CONTENT FOCUS: Social Studies, Language Arts	
sample activities	**skills**	**resources**
Construct numbers chart from 1-10 in 4 or 5 languages. Practice with class. Then play numbers identification game: All students stand. Teacher calls out a number in another language. Students must form groups of appropriate number. Leftover students are "out."	listening vocabulary building	"Comparative Numbers Chart" (WAC) Moja Means One in Swahili, by Muriel and Tom Feelings. NY: Dial Press, 1971.
Students create booklet about themselves using vocabulary learned in another language. Write general text on chalkboard. Students copy it and fill in appropriate information about themselves. "This is a picture of my family. There are ___ people. I have ___ brother(s) and ___ sister(s). Illustrate and share.	writing drawing	Foreign Language in the Elementary School: A Practical Guide. By Nancy C. Rhodes with Audrey B. Schreibstein. Center for Applied Linguistics, 3520 Prospect St. NW, Washington, DC 20007. (WAC Lang File #20)
Students learn Japanses Hiragana—a non-alphabetic writing system. Provide background on the history of Japanese writing systems. Introduce Hiragana through "flashcards." Practice stroke order in workbooks. For reinforcement, perform "fill in the blank" exercises.	writing	Introduction to Japanese: Hiragana. (Teacher's Manual and Student Workbook) The Japan Project, Stanford University. (SPICE/Japan)
Students are introduced to elementary Chinese characters through a series of "discovery exercises." Then students read a story in which key words have been replaced by Chinese characters. Students must use context and illustrations to interpret the meanings of the characters.	using contextual clues	"The Who Couldn't Read " (exercise) in Demystifying The Chinese Language, The China Project, Stanford University. (SPICE/China)

Goal #4 : To motivate students to learn other languages and to increase their competence in communicating with others

LEVEL: 4-6 (continued)	CONTENT FOCUS: Social Studies, Language Arts	
sample activities	skills	resources
Students select a pen-pal from another country. Exchange letters to learn about one another's lifestyle and interests. Post map and note countries in which class pen pals live.	writing	Pen Pals, Dept. E International Friendship League 22 Batterymarch Boston, MA 02109 World Pen Pals Internat'l Inst. of MN. 1690 Como Ave. St. Paul, MN 55108

Goal #4 : To motivate students to learn other languages and to increase their competence in communicating with others.

LEVEL: 7-8	CONTENT FOCUS: Foreign Language, Social Studies	
sample activities	skills	resources
Teacher writes a brief description of an event. Select students to roleplay the necessary parts. Try to roleplay in a manner that would be appropriate for the target culture.	roleplaying	"List of Classroom Activities for Oral Language." Developed by Language Theme Guide Group, BAGEP 1982 Summer Institute. Activity #5. (WAC Lang File #8)
Students take responsibility for introducing new words and their meanings. (Try adjectives and nouns to begin with). Each student gives the meaning and an example sentence with his/her word. Print the word on 3 x 5 cards (with illustrations on the back) and post on bulletin board. Posted words are "fair game" for pop quiz/vocabulary bee.	vocabulary building oral presentation	same as above Activity #9 (WAC)
Bring various objects/artifacts from the culture whose language is under study. Introduce vocabulary items and display. Then remove items and have students jot down as many as s/he can remember (in target language, of course!)	recalling vocabulary building	Foreign Language in the Elementary School (booklet) by Nancy C. Rhodes with A. B. Schreibstein. (WAC Lang File #20)
Students learn to identify flags from around the world while practicing color vocabulary in target language. Provide master sheet with outlines of selected national flags. Give instructions for coloring in target language. Color and post.	identifying drawing	"Know Your Flags" (lesson plan). Language Theme Group. (WAC Lang File #21)

Goal #4 : To motivate students to learn other langages and to increase their competence in communicating with others

LEVEL: 7-8 (continued)	CONTENT FOCUS: Social Studies, ESL, Foreign Language	
sample activities	skills	resources
Play a short taped story or poem from the target culture. Have students list the events in proper time order. (If listening skills are at a low level, provide a list of events in scrambled order and let students number correctly.) Replay the selection to check for accuracy. Discuss content.	listening	"List of Classroom Activities for Oral Language" developed by Language Theme Group, BAGEP 1982 Summer Institute. Activity #16. (WAC Lang File #8)
Students gather information on "Who Speaks What Languages?" 1) Students survey the foreign language curriculum in their school district. What languages are taught and why? At what grade level? 2) Students trace their family background to determine what languages their ancestors spoke. Compile a class list. 3) Develop a list of "Major World Languages" and rank them by the number of people who speak each language. Compare the data.	data collecting compiling/ organizing charts evaluating information	Adapted from New Jersey in the Global Community, Learning Packet, West Orange, N.J. School District, 1981. (WAC Lang File #22)
Students engage in collective "dialogue" with teacher on subject of schools in their native countries. Students then divide in pairs and develop a dialog based on questions formulated earlier. Present dialogs to class after sufficient practice.	questioning writing oral presentation	"Dialogs: Learning about Schools in Other Countries." By Rose Nieponice. 1/2" VHS video-tape. SPICE/Latin America.

Goal #4 : To motivate students to learn other languages and to increase their competence in communicating with others

LEVEL: 9-12	CONTENT FOCUS: Foreign Language	
sample activities	skills	resources
Students develop a word bank of related terms (in target language) while cultivating associative thinking. Name an object; have students give 4 words to describe the object, or 4 words they "associate" with the object. For each new word generated, have students associate three more. Repeat. Use for writing assignment on original topic.	clustering writing	"Word Webs" (lesson plan) by Jane Boston (WAC—CC #28)
Divide the class into groups that will be responsible for presenting a news program (one per week). Assign tasks: anchor, director, reporters, writers, etc. Cover world news (especially areas in which target language is used) school news, editorials, commericials, on-the-spot interviews, etc. Help students with vocabulary and presentation.	researching writing editing reporting	"List of Classroom Activities for Oral Language" developed by Language Theme Group, BAGEP 1982 Summer Institute. Activity #12. (WAC Lang File #8)

Goal #5 : To introduce students to the culture and geography of areas in which the "target" language is used

LEVEL: K-3, 4-6	CONTENT FOCUS: Social Studies, Language Arts	
sample activities	skills	resources
Students learn the names of countries of a given geographical area or continent by playing Bingo. For example, make Bingo cards with the names of African nations distributed in 5 columns. When students have "Bingo," they must locate the nations contributing to their winning row.	map skills	"Bingo" cards map
Students review vocabulary learned about Africa (or other area) by identifying countries or objects beginning with the same letter. For example, provide outline map showing Chad, C.A.R., Cameroon, and the Congo along with pictures of items beginning with "c." Give each student a copy with an answer grid.	vocabulary building spelling	maps and pictures Name It. Banderly, Mark B. NY: A&W Visual Library, 1979.
Learn children's games (including the chants, rhymes, etc. that accompany them) from the areas under study. Compare with games familiar to students.	motor skills oral language skills	"Zambian Games" (lesson plan). By Barbara Perkes. In Understanding Our Cultural Diversity Theme Guide (WAC, SPICE).
Students learn about the foods their counterparts around the world eat. Construct a typical day's menu for a child from another country. Research the calories, vitamin/mineral content, protein, etc. of various "menus."	researching writing	Dining Customs Around the World, Exley Publications. (WAC)

Goal #5 : To introduce students to the culture and geography of areas in which the "target language" is used

LEVEL: K-3, 4-6 (continued)	CONTENT FOCUS: Social Studies, Language Arts	
sample activities	skills	resources
After children have been introduced to another language, plan festivities which introduce the culture of those who speak that language. For instance, have a "Mexican culture day," including a pinata, after learning some Spanish vocabulary; learn origami, Japanese paper-folding, after learning to write Japanese hiragana; perform Chinese daily exercises after learning to recognize Chinese characters.	motor skills	Sharing Our Diversity: The Mexican American (Level 2); Sharing Our Diversity: The Japanese American (Level 3). Sacramento City Unified School District; Human Relations Office, 1976 (WAC). "Chinese Exercises" (with tape) (SPICE/The China Project)

Goal # 5 : To introduce students to the culture and geography of areas in which the target language is used (using the target language as the medium)

LEVEL: 7-12	CONTENT FOCUS: Foreign Language	
sample activities	skills	resources
Students predict which areas of Africa would be most densely populated based on geographical considerations. Compare with actual demographic map. Students fill in a map country-by-country, using one symbol to represent X number of people. Discuss population density and its impact on resources, politics, etc.	mapping hypothesizing discussion	Recent atlas of Africa Individual outline maps of Africa Idea from Language: Focus Africa, BAGEP 1982. (WAC)
Students build vocabulary while learning about weather patterns in Africa. Discuss agriculture of various climates. Then find location in Africa with weather comparable to hometown (consider latitude, proximity to water, elevation, etc.).	map skills comparing	Recent atlas of Africa Idea from Language: Focus Africa, BAGEP 1982. (WAC)
Students make jigsaw puzzle of area under study. Select color map, photocopy, and glue to blank jigsaw puzzle (available in art store). Apply adhesive, cut and store. Use to reinforce students' map skills.	mapping	"Jigsaw Puzzle Project." By Barbara Swedlow (see lesson attached).

language as the medium)

LEVEL: 7-12 (continued)	CONTENT FOCUS: Foreign Language	
sample activities	skills	resources
Students learn about land use in a highland Guatemalan village, Rio Blanco. After viewing 28 slides of Rio Blanco, students devise their own legends to draw land-use map of area. Discuss concepts of socio-economic status, role of religion, urban-rural/industrial-agricultural differences.	mapping interpreting visual information	"Rio Blanco: Land Use in a Guatemalan Highland Village." SPICE/Latin America Project. Available in English or Spanish.
Prepare a "facts & figures sheet" on nation or area under study. Supply copies to students as starting point to discussions in the target language. For follow-up, students create their own "facts & figures sheet" with additional information. Consolidate into booklet for easy reference. Use for periodic "trivia quiz."	discussion researching	Encyclopedias Sample fact sheets (WAC).
Students build vocabulary and learn about important historical and cultural sights in Africa by playing board game, "Tourist." Directions are written in target language. Students may create their own games.	following directions vocabulary building	"Tourist Game" by Barbara Swedlow in Language: Focus Africa.

Goal #5 : To introduce students to the culture and geography of areas in which the target language is used (using the target language as a medium)

LEVEL: 7-12 (continued)	CONTENT FOCUS: Foreign Language, Social Studies	
sample activities	skills	resources
Students learn about dialects in Spanish. Compose list of common words, e.g., types of clothing, foods, everyday items, etc. Send to Latin American embassies and ask them for a translation. Or, locate Spanish-speaking individuals from different Latin American countries and ask them to translate your list. Compare. What differences are found? What are the implications? Discuss the consequences for: a Mexican tourist in Chile; a Venezuelan businessperson in Colombia; the Argentine ambassador to Mexico; a Peruvian student in Costa Rica, etc.	writing comparing hypothesizing	Follow-up activity in "The English Language" in Teaching About Diversity: Latin America by Switzer and Redden, CTIR (p. 36). (WAC) Addresses of Latin American Embassies.
Students "read their way around the world." Post world map. Give each student a pushpin with his/her name and a "passport." As student reads books, articles, newspapers, poems, etc. in the target language, s/he is entitled to advance on the journey to a country in which the target language is spoken. Mark journey on map with string and student's pushpin. Record name of items read in student's passport. Upon reaching the U.S. border, student receives a "certificate" and a visa. Hold a party when all class members reach destination.	reading mapping	Foreign Language in the Elementary School. By Nancy C. Rhodes, with A. B. Schreibstein (p. 32). Center for Applied Linguistics, 3520 Prospect St. NW, Washington, DC 20007 (WAC Lang File #20).

GOAL #1

TITLE: Early Cave Paintings in Africa

VARIATION: Aztec Murals

DEVELOPED BY: Language Theme Group 82

LEVEL: K-8

FOCUS: Art, Social Studies

TIME: 2-3 periods

MATERIALS:

___ Pictures of cave paintings in Africa (see below for sources)

___ butcher paper ___ paints and brushes ___ candles

___ newspapers (to cover floors) ___ something to block out light

SOURCES OF PICTURES OF EARLY CAVE OR ROCK ART:

OBJECTIVES: Students will:

- o observe early cave paintings
- o hypothesize tools and mediums used to create the paintings
- o make inferences regarding the cultures which produced the paintings based on what they see
- o create their own cave paintings

PROCEDURES:

1. Show pictures of early human drawings discovered in caves or on protected rock formations.
2. Discuss the tools and mediums used by these people. Where did they get their color? What colors did they use? What do you see in the pictures? Older students may make inferences about the lifestyles of those who produced the paintings. List ideas on board and discuss.
3. Divide the class into small groups of 4 or 5. Then prepare the classroom setting so students will have the feeling of being in a cave. Hang butcher paper on inside wall for each group. Block out exterior light. Light candles. Give each "cave" a name (e.g., Cave of the Laughing Hyena). Distribute 4-5 earthtone colors and brushes to each group. Establish rules for "cave conduct".

VARIATION: Show pictures of Aztec murals on pyramids of Tenochtitlan. Small groups create their own murals for their "pyramids". (Resource for pictures of Tenochtitlan murals, Encisco, Jorge _____).

GOAL #2

TITLE: The Fingertips Kiss and the Ring: Gestures as Language

DEVELOPED BY: Reuben Pearson
Monterey County Schools

GRADE LEVEL: 7-12

FOCUS: Language Arts, Foreign Language, Social Studies

TIME: 1-2 periods

MATERIALS:

___ Illustrations of gestures (available from World Affairs Council)
___ Videotape: Typical Gestures from Latin America (optional)

RECOMMENDED READING:

BAUML, B.J. & BAUML, F.H. A Dictionary of Gestures. Metuchen, New Jersey: Scarecrow Press, 1975.

D'ANGELO, L. How to Be an Italian. Los Angeles: Price, Sterne, Sloane, 1969.

HALL, E.T. The Silent Language. New York: Doubleday, 1959.

HALL, E.T. Beyond Culture. New York: Doubleday, 1976.

HARRISON, R. Beyond Words: An Introduction to Non-Verbal Communication. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

MORRIS, D. Gestures: Their Origins and Distribution. New York: Stein and Day, 1979. (SPICE)

WUNDT, W. The Language of Gestures. The Hague: Mouton, 1973.

WYLIE, L. Beaux Gestes: A Guide to French Body Talk. New York: Undergraduate Press, 1977.

INTRODUCTION:

This lesson helps to emphasize the importance of human gestures in the communication process. The intent is to call attention to one aspect of "body language" which is by no means trivial and which exists in each culture as an integral part of its language system. The exercises seek to raise awareness of gestures whose meanings have gained cross-cultural acceptance (The Fingertips Kiss) and gestures that can cause serious misunderstanding (The Ring) due to different cultural interpretations.

OBJECTIVES: Students will:

- o give examples of gestures that replace speech entirely and that are unmistakable in meaning.
- o interpret a variety of gestures to examine the problem of cross-cultural misunderstanding.
- o make inferences about the universal nature of language, including body language.
- o become aware of the potential for misunderstanding based on language differences.

BRIEF BACKGROUND:

The gestures incorporated into these exercises, with perhaps an exception or two, were in general use at the time of Columbus' voyage. Since the culture that developed in the New World as a result of the great waves of immigration grew mainly from European traditions, the accompanying language of gestures naturally represented meanings assigned in the home cultures. To be sure, some gestures died out and others underwent change in the new environment, just as gestures and their meanings in various parts of Europe changed over time. Many gestures in the American repertoire, however, maintain meanings from earlier times.

NOTE: "Silent language" has a variety of aspects, and for this set of exercises, only one type of gesturing is considered. Researchers speak of illustrators and emblems, the former being "actions that accompany verbal statements and serve to illustrate them", and the latter being "actions that replace speech and . . . act as substitutes for verbal statements." This differentiation should be kept in mind when asking students to give examples.

PROCEDURE:

1. After a brief discussion of graphic symbols (perhaps traffic signs) to identify symbolic representations of larger contexts, introduce the word "gesture" to the class. Help the class arrive at a suitable definition of "gesture" for the purpose of these exercises. (See NOTE)

2. Ask individual students to model gestures for the following situations:
   a. You tell someone to be very quiet.
   b. You answer the question, " How tall is your little sister?"
   c. You are a pilot signalling that you are ready for take-off.
   d. You show how Winston Churchill commented on winning World War II.
   e. You are a T.V. director telling the on-stage people to "end it."
   f. You tell someone that everything is "OK" or "Great" or "Just right". (The RING is the appropriate gesture here.)

3. Have students number from 1-5 on paper. As you model the following gestures, ask students to write the meanings conveyed. (If you are unfamiliar with these gestures, a list of illustrations is available through the World Affairs Council, Language File # __.)

a. The Fingers Cross (Cross your index finger over your middle finger)
b. The Fingertips Kiss (Kiss your bunched fingertips and pull hand away from your mouth)
c. The Cheek Screw (Poke your index finger into the side of your face near the corner of your mouth and turn the finger in a "winding" motion)
d. The Chin Flick (Flick your fingertips out from under your chin. Hand should be bent and palm down.)
e. The Head Toss (Toss your head back, ending with chin up)

- Discuss student interpretations. (There will probably be general agreement on the first two, as these are familiar to American students). Resolve confusion regarding the last three by explaining that each carries specific meaning in a specific culture.
  c. means "good" in Italy
  d. shows "disinterest" in France
  e. signifies "no" in Greece.

- Present the following situations to students. Discuss probable confusion that will result.

  a. CLASP YOUR HANDS ABOVE YOUR HEAD. Ask students what they think a visiting Soviet leader intends to convey when he performs this gesture upon meeting a large group of Americans. (In his culture, this is a gesture of gratitude to acknowledge the tribute being paid by a crowd.) Discuss implications of likely misunderstanding.

  b. Students pretend they are traveling in Central France. A native of the area asks the students how they enjoyed Paris. One American answers (MODEL THE RING). The student has just said, "Worthless!" Discuss how the French person might react.

  c. Students are in England. While in a crowded town square, one of them intends a friendly greeting (MODEL THE PALM-BACK V-SIGN). Have students discuss why they are met with anger, hostility and responses of shock. If no one comes up with a possible answer, explain that the PALM-BACK version of the V-sign is a highly insulting gesture throughout Britain.

- Students might be grouped to develop original gestures they feel would have immediate universal clarity. Let groups try the success of their inventions on the class.

URTHER ACTIVITIES:

- Students watch a videotape, "Typical Gestures from Latin American Countries". Discuss the misunderstanding illustrated. Students then create and present their own skits using gestures.

- These activities on gestures might be considered a departure point for further study of non-verbal communication, or for examining language and its relation to cross-cultural misunderstanding.

GOAL #3

TITLE: Kindergarten-Sauerkraut-Gestalt

DEVELOPED BY: Barbara Swedlow
Cupertino Elementary

GRADE LEVEL: 7-12

FOCUS: German, Social Studies

TIME: 2-3 class periods

MATERIALS:

___ German loan words (see list)
___ English words borrowed from other languages

RECOMMENDED READING: See attached list.

INTRODUCTION:

The purpose of this unit is to introduce students to the area of language borrowing, specifically from German to English. For students of German, the emphasis may be placed on the linguistic aspect of language borrowing. For social studies students, emphasis might be on the historical and cultural implications of language borrowing. In either case, it is hoped that students will gain an awareness of the interdependence between cultures and the contributions of one culture to another.

OBJECTIVES: Students will:

- o become acquainted with German words which have become part of the English language
- o study the reasons linguistic borrowing occurs
- o view how the English language interacts when it comes in contact with another language
- o gain insight into some of the problems the German immigrants faced in America
- o identify contributions made by German immigrants
- o become aware of problems in communication

PROCEDURES:

1. (German language students may be assigned the following as homework. For Social Studies students, it would be helpful to do the following in class.)
   a. What areas of human activity are associated with great German (Austrian and Swiss) accomplishments?
   b. List as many German loan words--words adopted from the German language into English--as you can. EXAMPLES: sauerkraut, gesundheit. (LEAVE ON BOARD OR BUTCHER PAPER FOR LATER USE.)

2. Teacher lists 12-15 words from several foreign languages on the board, with some German words included.
   EXAMPLES:

ENGLISH WORDS FROM OTHER LANGUAGES
Contributed by: Jane Boston, Twin Creeks School, San Ramon, California

From German	From African	From French
cookbook	bananas	prairie
concertmaster	yams	levee
kindergarten	jazz	bayou
noodle	banjo	canape
pretzels	okra	attache
hamburger	gumbo	negligee
	zoom	resume

From Spanish	From Persian (Iran)	From Chinese
barbeque	pajamas	yen
corral	shawl	tea
ranch	lilac	typhoon
chile	bazaar	kumquat
stampede		
chocolate		
tomatoes		

From Hindi (India)	From Italian	From Native American Languages
loot	pizza	Cree: woodchuck
thug	ghetto	Sioux: totem
bandana	opera	Algonquin: moose
dungarees	tenor	skunk
	carnival	chipmunk
	masquerade	pecan
	profile	squash
	compliment	
	escort	

Students then select the German words from the list (4 in this case). (NOTE: This will help teacher determine students' backgrounds. It also increases students' awareness of "English words" borrowed from other languages.) Class has now started compiling their list of German loan words!

3. Go back over students' words listed on board. You will encounter words that are identical in both languages or only slightly changed (e.g., finger, also, gift, onkel-uncle, garten-garden, rot-red). EXPLAIN that these words are identical or similar because they evolved from a single earlier language. THEY ARE NOT CONSIDERED LOAN WORDS.

(NOTE: You may also come across words like inspiration, student, chance, and semester. Explain that these words are not true loan words because they are derived from Greek or Latin.)

4. Have students write a definition of "LOAN WORD". (Words one nation/ culture has taught another that are not the result of a similarity of background.)

5. Work on compiling a further list of German loan words. Give hints: THINK ABOUT FOOD! Also, refer to questions at beginning of assignment.

LIST OF WELL-KNOWN GERMAN LOAN WORDS:

wiener	zwieback	katzenjammer
frankfurter	pumpernickel	kaffeeklatsch
hamburger	beergarden	yodel
liverwurst	stein	plunder
(wiener) schnitzel	prosit	dachshund
sauerkraut	schnaps	poodle
noodle	vermouth	weimaraner
lagerbeer	rat(h)skeller	leitmotiv
spitz	turnverein	edelweiss
zigzag	meerschaum	gesundheit
kindergarten	hausfrau	hinterland
rucksack	gestalt	wanderlust
iceberg	Kriss Kringle	paraffin
ohm	angst	zeitgeist
weltanschauung		

GOAL #4

TITLE: Bilingual Nonsense Rhymes (Tonterias)

DEVELOPED BY: Linda Dallin
San Francisco Unified School District

GRADE LEVEL: Primary (K-2)

FOCUS: Oral Literature

TIME: 3 days - 10 minutes (or less) each day

MATERIALS:

(optional) Record - Poesias y Folklore para Ninos Hispanos, Vol. 1. (Artistas Latinos Asociados, 1979) Side 1, band 5, "Un Elefante."

RECOMMENDED BACKGROUND READING:
Resources for Spanish rhymes, songs, etc.:

Mother Goose on the Rio Grande, Frances Alexander (Iaconni Book Imports)
Naranja Dulce, Limon Partido, Roij/Miaja (El Colegio de Mexico, 1979)

INTRODUCTION:

This is a sample of a type of lesson that can be used either for oral language development in English or Spanish or for ESL or SSL activities. Many other songs and poems can be used. (See Recommended Reading)

OBJECTIVES:

- Children will learn to say (or sing) 2 "nonsense poems"--one in English, one in Spanish.
- Children will dramatize the poems.

PROCEDURES:

1st day: Teach the poem "One Elephant". (Teach as a song, if you know the music.)
2nd day: Teach the poem "Un Elefante". (Teach as a song, if you know the music or have the above-mentioned record.)
3rd day: Have children dramatize one or both poems as described on back.

GOAL #5

TITLE: Jigsaw Puzzle Game Project: Map of Africa

DEVELOPED BY: Barbara Swedlow
Cupertino Elementary

GRADE LEVEL: 7-12

FOCUS: Foreign Language, Social Studies, Geography

TIME: 1 class period

MATERIALS:

___ jigsaw puzzle blank

___ x-acto knife

___ picture (e.g., map of Africa)
(COLOR PICTURES MAKE LOVELY PUZZLES)

___ transparent adhesive paper (to laminate puzzle)

___ glue

INTRODUCTION:

Students create a map puzzle of area under study.

OBJECTIVES:

- o To review and reinforce map skills
- o To cultivate artistic and imaginative skills

PROCEDURES:

1. Purchase jigsaw puzzle blank (available at art supply stores). Select picture (in this case, a map of Africa) to fit the size of the puzzle blank. Photocopy the picture. Don't forget to include the appropriate legend, key or scale.

2. CAREFULLY glue the picture to the surface of the jigsaw puzzle.

3. Prepare a piece of transparent adhesive paper. Apply that to the surface of the puzzle to laminate the picture.

4. Use an x-acto knife to score the surface of the top layers, following the configurations of the original puzzle pieces.

5. Separate the puzzle pieces and store them together in an envelope.

6. Students may then use the puzzle to learn about the geography of Africa!

7. Play map games in target language using the puzzle. (See Language: Focus Africa for suggestions of map games.)

SUPPLEMENTAL RESOURCES

Global Perspectives in Education Series:

Human Influence on the Curriculum, Part III: Communication. Global Perspectives in Education. (A Guide to Classroom Activities, K-3, 4-6, 7-9, 10-12). (GPE)

Non-Verbal Communication:

Talking Words. By Ashok Davar. Indianapolis, K.C., N.Y.: Bobbs-Merrill Co. Inc., 1969.

The Marcel Marceau Alphabet Book. By George Mendoza. N.Y.: Doubleday, 1970.

Talking Without Words. By Marie Hall. Ets. N.Y.: Viking Press, 1968.

The Development and Diversification of Language:

Language (booklet). By Kenneth Cripwell. Greenhaven, 1980. Available from Social Studies School Service, 10,000 Culver Blvd., Dept. Y3, P.O. Box 802, Culver City, CA 90230.

The World of Languages: The Best of Nova. (3 parts). (filmstrips/cassettes) Media Basics, 1979. Part 1 - How different languages come about; linguistics theories; case studies of rival linguistics groups. Part 2 - Issue of an international language. Part 3 - The unique character of different languages.

The Birth of Writing. Edited by Robert Clairborne, et. al. N.Y.: Time-Life Books, 1974.

More About English:

Poplollies and Bellibones: A Celebration of Lost Words. By Susan Kelz Sperling. Penguin Books, 1977.

Our Own Words. By Mary Hellen Dohan. Baltimore: Penguin Books, 1974.

A Pleasure in Words. By Eugene T. Maleska. N.Y.: Simon & Schuster, 1981.

Enjoying English:

Eight Ale: A Feast of Homonym Riddles. By Marvin Terban, Illus. by G. Maestro. N.Y.: Clarion Books, 1982.

Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters. By Lilian Obligado. N.Y.: Viking Press, 1983.

An Almanac of Words at Play (for Older Children). By Willard R. Espy. N.Y.: Crown, 1982. (Grades 3-9)

The Joy of Lex: How to Have Fun With 860,341,500 Words. By Gyles Brandreth. William & Co., Inc., 1980.

More Joy of Lex. 1982.

World Languages:

Languages of the World: Map Game. (Grades 4-12). Educational Materials Associates, 1981. Available through Social Studies School Service, address above. ($15.50)

Foreign Language Teaching:

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